

THE GREEN CALDRON

A Magazine of Freshman Writing



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The Plague

JOAN HRADEK

Rhetoric 101, Theme 7

A STRANGE PLAGUE HAS FALLEN UPON THE AMERICAN public during the past ten or twenty years. Although Americans have the energy and intelligence to make great scientific and technical advances, they seem to lack the ability to develop themselves intellectually and culturally. There are facilities to obtain the intangible asset of culture, and there are "cultured" people in America, but these people form a very small minority; the majority of Americans are uncultured boors. What little culture they possess is in the process of retrogression, a fact that can easily be illustrated by the tremendous popularity of television, which allows one to sit back and let a machine think for him while putting him in a trance and feeding him the nourishment of variety shows and cowboy movies. The retrogression is also made evident by the wide-spread market for comic books and the popularity of Mickey Spillane "novels," both of which indicate a childish desire for mental escape to murder and sex, supermen and flying saucers.

Americans have, of course, been educated to these tastes. Throughout most of history the Greek classics have been considered the foundation of all learning. Every educated person had a knowledge of the classics. Even today in Europe, classics are considered an essential part of an individual's education, but in America, where more people are literate than in any other country, such is not the case. Americans can read, but their tastes barely get past the Dick and Jane stage. Today the classics are not only unread but also unheard of except by a few college students and scholars. We strange Americans now have launched a vigorous program to destroy the classics because we consider them unimportant and a waste of time; the enormous wealth that they contain in human understanding alone is lost. We are not daunted by the fact that all other ages have appreciated the importance of the classics and have preserved them.

The real reason the classics are attacked is that they require a little effort on the reader's part. Americans increasingly have wanted all their thinking done for them. They do brilliant work in their occupations, but they have developed an attitude of "why think when you are not being paid for it?" Americans have a very difficult life: they work forty hours a week, they sleep fifty-six, and of the remaining seventy-two hours they have at least thirty of pure leisure. But they cannot waste this time in developing a cultural background. They want to be diverted from cruel reality. They do not look to good music, art, and literature for enjoyment, but they constantly look to

television, night clubs, taverns, cheap novels, and other forms of entertainment in which they can relax and let predigested trash seep into their bodies without any effort or disturbance to the brain cells.

Many of the novels that are being printed today and seriously called literature are indicative of this intellectual lethargy. Reading the classics, old "high brow" books, and especially poetry is a reciprocal project, for one must understand what he is reading. The effort involved requires hard work for the sluggish American mind, and it also requires some of the concentration that is normally expended only on getting a dollar. A reader cannot sit down with a book like *War and Peace* and enjoy it unless he attempts to understand it and discover the author's purpose. The popular novel, consequently, has a great advantage for the stunted American mind. It has been neatly simplified into an obvious plot, shallow characters, and no purpose except that of providing easy escape. It doesn't even demand concentration from its reader. One may easily sit back and think of his next Saturday's golf game while moving his eyes along the lines. The old-fashioned book was full of benefits, for it developed an understanding of human nature, caused questions to arise in the reader's mind, and prodded him to think a little. But Americans do not have time for thinking and very little time for reading, so why trouble themselves with such unpleasant tasks when they can easily obtain a baby food diet of popular novels?

Also Americans have a stupid egotism concerning the unique quality of their own age. Why bother reading a dated poem like *Paradise Lost* when the latest sex novel is much more modern and realistic? This attitude is one of the reasons for the American lack of appreciation for better literature. The American public has failed to realize that human nature does not change over thousands of years. Problems and people are the same and will always be the same; it makes little difference if they are seen through the eyes of an ancient Greek, a Victorian, or a modern man, for the emotions and feelings of people are a constant that will never change. Therefore, the human problem of living is presented in all literature and poetry of all times, and if one has a little intelligence and understanding, he will realize this. The character of Medea is essentially more real and modern than all the frustrated nymphomaniacs that cram drug store book racks.

The plague has fallen on the American public, and it is being passively accepted and perhaps even welcomed. The plague is doing its job well, for the next generation will be composed of Hopalong Cassidys and Captain Videos. What is the plague? It is the conviction that developing an understanding of life, a thinking mind instead of an accepting one, and a development of culture instead of the accumulation of money is unnecessary in the twentieth century. It has been created by and for fools and it is being accepted by Americans.

Russia, The United States, And Sea Power

JAMES A. CIARLO

Rhetoric 102, Theme 10

FOR MANY YEARS THE FACT THAT RUSSIA HAS A NAVY has been overlooked by all but a few of the people in this country who are concerned with world peace. It has been the duty of these few to indoctrinate the general public with an understanding of the sea and the position of the U.S.S.R. with respect to it. For the sake of national safety it is necessary that we take cognizance of this position in comparison with our own.

I. The Nature of Sea Power and Its Importance

Every military leader who has ever contemplated world conquest has known that the first requirement of success in waging global war is *command of the sea*. Hitler, through the advice given him by his geopoliticians, was aware of this fact; he, however, tried to win command of the sea with his Luftwaffe, indeed a tremendous air force, but was unsuccessful.¹ But what exactly is meant by command of the sea? In its military aspect it means the ability to move men and supplies into advanced bases, the neutralization and destruction of enemy fleets and positions, and the furnishing of cover and protection for landing operations. It also means freedom of movement of a nation's ocean-borne commerce and denial of that freedom to the enemy's merchant fleet.² Admiral W. M. Fechteler, Chief of Naval Operations of the United States Navy, said in an interview: "We have been successful in two world wars in projecting our military will upon the enemy across the sea. We do that because we control the sea."³

Command of the sea can only be gained through *sea power*. Naval strategists since the time of Admiral Mahan, the world-famous American originator of the concept of modern sea power, have agreed that sea power is dependent primarily upon six factors. The first of these is *geographic location*; a nation must be satisfactorily located in respect to the world's raw materials, navigable waters, and principal trade routes in order to possess sea power. The second is *physical characteristics*, which include climate, type of terrain, and industrial capacity. The third is *extent of territory*, or the amount of land possessed by

¹ Allan Wescott, *American Sea Power Since 1775* (New York, 1947), pp. 244-45.

² *Ibid.*, p. 270.

³ Admiral W. M. Fechteler, "We Can't Be Invaded," *U. S. News and World Report*, October 5, 1951, 31:29.

a nation and its disposition. Fourth is the *number of people*, or manpower, which is the fundamental source of all international power. The fifth is the *character of the people*; some nations have people who possess mechanical and fighting qualities, which are absolutely essential to sea power. And last, but very important, is the *character of the government*; an apathetic administration can cripple a nation with respect to sea power.⁴ These six elements, of sea power are closely integrated, and the culmination of these factors, when possessed to a sufficient degree by any nation, is a strong navy usually accompanied by an extensive merchant marine. With such a navy, command of the sea can be established.

In exercising command of the sea after it is once acquired, a navy has several functions or missions, which can be divided into offensive and defensive categories. Offensively speaking, its missions are 1) to transport, supply, and support its own nation's overseas invasion forces, and 2) to deny the use of the sea to the enemy. Its defensive missions are 1) to protect its own nation's seaborne commerce, and 2) to prevent enemy invasion.⁵ The U. S. Navy's most valuable function, in the opinion of naval officials, is to carry the war to the enemy so that it will not be fought on United States' soil.⁶ Included in the general missions are anti-submarine warfare, blockade, amphibious warfare, shore bombardment, and logistical supply.

In order to execute these missions, a navy must possess a surface fleet, an undersea fleet, and an air arm. The surface fleet is necessary to protect shipping, support landing operations with gunfire, and protect aircraft carriers from enemy fleets. The undersea fleet is the most dangerous weapon in existence to an enemy's seaborne commerce. In addition, it is a strong weapon against an enemy submarine fleet.

But a modern navy's principal instrument of attack is the aircraft carrier task force. Such a force provides the only truly mobile air force in the world; not only the planes, but the airfields are capable of rapid movement. The carrier task force can concentrate tremendous power combined with surprise at one particular point, while the enemy must spread his land-based airfields thinly along thousands of miles to protect possible targets of attack by this roving air force.⁷ Another advantage enjoyed by carrier air forces is that they are the only air bases which can be made available at the enemy's frontier without previous assault and conquest by foot troops.⁸

The importance of the air arm should not be over-emphasized, however. Many people in the United States today think that a large air force will elimi-

⁴ Wescott, pp. 246, 249.

⁵ *Ibid.*, p. 269.

⁶ Admiral W. M. Fichteler, *The Role of the Navy*, Department of Defense Publication, No. 40-525 (Washington, 1952), p. 4.

⁷ *Ibid.*

⁸ *Ibid.*

nate the need for a strong sea-going navy. This opinion is unrealistic. First of all, in order for a nation to win a war, that war must be carried to the land of the enemy. Regardless of how many new weapons are developed, it will always be the foot soldier who captures and holds territory, and thus subjugates that territory and the people living in it to the will of his government. And in order for that foot soldier to fight effectively, a tremendous amount of supplies and equipment must be transported for his support to that country where he is fighting. During World War Two, for example, twelve tons of supplies and equipment were landed per soldier sent overseas; and in addition another ton of food, clothing, and ammunition was sent him per month.⁹ Only a navy can handle this job economically and satisfactorily. Cargo-carrying aircraft will no more replace ships on the seas than they will replace railroads on land. As an example, forty-four ships can, and did, during World War Two transport 100,000 long tons of cargo from San Francisco to Australia per month. To accomplish the same task by air would require ten thousand four-engined aircraft manned by 120,000 highly trained personnel, plus eighty-nine sea-going tankers to provide gasoline along the route and at the far end of the run.¹⁰

Secondly, long-range bombers need fighter escorts to afford them protection while bombing targets protected by enemy aircraft. Because of its ability to stand immediately offshore from an enemy frontier, a carrier task force can provide on many occasions a fighter base which is much closer to the target than a permanent land airbase. Thus Navy fighters leaving the carrier and joining the bombers as they enter the area protected by enemy planes will have much more fuel to spend covering the bombers and doing damage themselves than land-based fighters from a more distant base. In fact, the Navy can deliver bombing attacks complete with fighter escort in areas that cannot even be reached by land-based fighters. It is evident that such people who maintain that a navy is outmoded and that an air force is the answer to all our difficulties are not at all familiar with the problems of fighter support and overseas supply.

Thus we see that command of the sea and the sea power obtained through a strong navy still remain the crucial issues of the two greatest world powers today, the United States and Russia.

II. How Do Russia and the United States Measure Up to These Requirements for Sea Power?

Every informed person in the United States today knows that his country is the supreme naval power of the world, and that she had the largest fleet in

⁹ Wescott, p. 259.

¹⁰ Fechteler, *Role of the Navy*, p. 1.

history operating during the last war. But very few have any idea of what constitutes the Russian Navy, other than its submarines. A comparison of the two fleets in light of the above discussion on sea power will bring many facts to the fore concerning the potentialities of both nations.

Russia and the United States are similar in respect to the six elements of sea power, with a few outstanding differences. Both Russia and the U. S. have favorable geographic locations; Russia, however, holds an edge in the extent of her territory. But the United States has overcome this advantage chiefly through the establishment of military strongholds near the U.S.S.R.'s frontiers, such as Japan. Russia leads in both the fields of population and character of the government; she has many more people to work in her industry and man her military machines, and her government is militaristic and world-domination minded, while ours is not.

But the United States is far ahead in physical characteristics, namely industry. Russia's steel output is now about thirty-four million tons per year. This is an increase of 75% over pre-war figures. Her oil production is up 46% from the pre-war level. But the U. S. has increased steel production by 86%, and now produces 105 million tons per year. Also, we have stepped up oil production by 76% since the war. This is about seven times as much oil as Russia is producing.¹¹ We also have a great advantage in that the United States has for years been a nation of industry-minded people. Russian economy, after thirty-five years of communist rule, is still an agricultural economy. Russian cities, however, are drawing people from the farms, but farm efficiency has not risen enough to permit such a move on any great scale. The result is that a backward agriculture is hampering Russian industrial progress.¹² In contrast, records show that, contrary to most beliefs, the United States is going through a period of rapid industrial expansion that shows no signs of coming to an end. That growth is being complemented by Canada and other western hemisphere countries.¹³ Hence it is to these two elements of sea power, *physical characteristics* and *character of the people*, that we owe our superiority on the seas today.

But just what are the comparative fleet strengths? In 1950 the Russians were building first-rate cruisers armed with seven-inch (diameter) guns, and a few new destroyers.¹⁴ Also rumors passed along in Swedish seaports had it that Russia had completed the 35,000 ton battleship *Sovietsky Soyuz*. *Jane's Fighting Ships*, a British naval yearbook, conjectures that two other battleships whose keels had been laid in 1942 are now in commission.¹⁵ The latest report available to the public (October, 1951) stated that the Red Navy con-

¹¹ "Can Russia Catch the U. S.?", *U. S. News and World Report*, February 15, 1952, 32: 66.

¹² *Ibid.*, p. 67.

¹³ *Ibid.*, p. 69.

¹⁴ "How We Stack Up Against Russia," *Newsweek*, March 13, 1950, 35: 17.

¹⁵ "Rumors," *Time*, September 25, 1950, 56: 36.

sisted of three old battleships, about fifteen cruisers, and from forty-five to fifty destroyers.¹⁶

In comparison, the Navy Department has said that by the end of 1952 the U. S. Fleet will include four battleships, nineteen cruisers, and about three hundred forty destroyers and destroyer escorts. In addition the Navy will have enough amphibious craft to carry two Army divisions plus all associated auxiliaries.¹⁷ Thus it is clear that Russia is no match for the United States on the surface.

On the other hand, Russia has had the world's greatest submarine fleet since 1942.¹⁸ In 1950 it was acknowledged that the Reds had about 270 submarines, but many of them old and almost useless.¹⁹ The latest figures given estimate Russia's submarine strength to be between three and four hundred vessels.²⁰ But the U. S. is not without a submarine fleet. Late in 1951 we were reported to have eighty-eight submarines, thirty-five of them the snorkel type. We are also building killer submarines of very fast types, equipped with anti-submarine gear, such as sonar (sound navigation and ranging) and homing torpedoes, which follow a target vessel by means of sound waves.²¹ In addition, the construction of an atomic sub has been authorized by the Navy.²² Such a submarine would possess great speed and would be extremely useful against the faster types of combatant vessels.

Does Russia have a carrier task force to match one of ours? A report to the Central Executive Committee of the U.S.S.R. as far back as January, 1936, said in part: "Naval aviation has been supplemented by new planes of modern design and the number of planes has been increased several-fold." ²³ Russia had a carrier in the Black Sea, the *Stalin*, which was rebuilt from a cruiser commissioned in 1914; this carrier supposedly carried twenty-two planes. A larger carrier, the *Voroshilov*, was completed in 1940. In October, 1944, the *Kraznoye Znamya*, a twenty-two-plane carrier, participated in destroying the German forces then withdrawing from Estonia.²⁴ But high-ranking U. S. naval officials firmly believe that the Reds do not have any aircraft carriers suitable for combat.²⁵

¹⁶ Fechteler, "We Can't Be Invaded," p. 24.

¹⁷ *Ibid.*, p. 28.

¹⁸ Sergei N. Kournakoff, *Russia's Fighting Forces* (New York, 1942), p. 79.

¹⁹ "How We Stack up Against Russia," p. 19.

²⁰ Fechteler, *Role of the Navy*, p. 2.

²¹ "Our Underwater Defense," *Life*, December 10, 1951, 31:134.

²² J. J. Cassady, Deputy Chief of Naval Operations for Air, "First Story of Naval Air Power," *U. S. News and World Report*, January 18, 1952, 32:32.

²³ Kournakoff, p. 78.

²⁴ Mairin Mitchell, *The Maritime History of Russia, 848-1948* (London, 1949), p. 426.

²⁵ Cassady, p. 33.

The United States, on the other hand, will have twelve large, fast carriers and seventeen escort carriers by the end of 1952. Naval and Marine Corps aviation will consist of over 10,000 planes and 19,000 qualified aviators by June 30 of this year.²⁶ These figures show that Russia cannot compare with the United States in the most important phase of naval power: that of the naval air arm.

III. What Can and Cannot Be Done With the Existing Forces By Each Side?

To what extent can the United States employ this tremendous advantage in naval air power? And what can Russia do with her enormous submarine fleet?

Considering first the possibilities of invasion by either side, it is immediately obvious that the U. S. Navy could land troops anywhere along the coastline of the U.S.S.R., although how long the troops could remain there against Russia's massive army is another question. But the United States has the surface fleet with which to accomplish this mission, and she is not becoming stagnant in the art of amphibious warfare. Amphibious operations are practiced in the Mediterranean Sea, where the U. S. Sixth Fleet, the biggest ever to sail that sea, is operating. Every ship and man in the Sixth Fleet is changed every four months, with the exception of the fleet commander and his staff, who number only 200 out of 20,000.²⁷ The value of maintaining our skill in amphibious operations is obvious. World War Two could not have been won either in the European Theater or in the Pacific without successful amphibious attack.²⁸ A recent illustration of the effectiveness of amphibious assault was the Inchon landing in Korea. But for a later change in the character of that war, resulting from the entry of the Chinese Communists, this landing would have proved the decisive factor for complete success in our favor.²⁹

On the other hand, Russia cannot touch our shores. In order to send an invasion force across the sea to the United States, she would have to build a navy larger than the combined fleets of the United States and Britain. Without such development, Russia could not use her fleet for offensive purposes.³⁰ And it would be hard to conceive of the U. S. allowing any other nation to become supreme on the seas after the lessons she has learned from two world wars.

²⁶ *Ibid.*

²⁷ Admiral M. B. Gardner, Commander, U. S. Sixth Fleet, "U. S. Navy at the Gate to Russia," *U. S. News and World Report*, December 21, 1951, 31: 43.

²⁸ Fechteler, *The Role of the Navy*, p. 3.

²⁹ *Ibid.*, p. 3.

³⁰ R. S. Kerner, "Russian Naval Aims," *Foreign Affairs*, January, 1946, 26: 291.

Can Russia hit our cities with the atomic bomb? And what can we do with our navy in respect to the A-bomb? There are two ways at present of delivering the bomb. One has been used at Hiroshima, Nagasaki, and Bikini: that of the long-range high altitude bomber. Most military officials believe that Russia does have long-range planes capable of carrying the A-bomb; but there is no way possible that she could give those bombers any kind of protection in the way of fighter escorts. She has no carriers which can stand off our shores and send planes to knock out our fighters as they come up to stop the bombers. And it is because of the short range of land-based fighters that naval officials doubt the ability of any potential enemy to imperil the United States with long-range bombers.³¹

The second way of delivering the atomic bomb is exclusively American: the Navy now has an attack plane which can carry the bomb 770 miles inland, complete with full fighter escort, perform the mission and return to the carrier.³² If a person takes a world map and draws 770-miles-radius circles from every possible point where an American carrier can operate, he will be astounded how much of Russia and her satellites can be hit with the A-bomb. The entire east coast of Siberia, the North Cape of Norway, the Archangel and Leningrad areas, the Aegean Sea area, and the Ukraine, the heart of Russian oil resources, fall within the range of a carrier-delivered attack.³³ Now that Turkey is a member of the North Atlantic Treaty Association, the Navy can send the bomb still deeper into Russia, for Turkey holds the Dardanelles, the gateway to the Sea of Marmora.³⁴ Russia, on the other hand, could hardly accomplish such a mission against the United States; and it could be this fact that is deterring Russia from beginning outright hostilities in Europe.

Attack by guided missile, unfortunately, is a possibility of which both the U. S. and Russia are probably capable. No information of any definite significance concerning the guided missile situation is available to the public, but it is well known that the Reds got a number of excellent German scientists after the last war, and are possibly on a par with the U. S. in this category. A few short weeks ago a Navy spokesman made a slip in a congressional hearing and let out the information that the Navy has a guided missile which is fired by aircraft at other enemy planes, and which follows the plane much as the homing torpedo follows naval vessels. The nickname given this missile is the "sparrow." A V-2 rocket has also been fired off the deck of the *U. S. S. Midway*. Many rumors have been circulating which hold that Russia has a

³¹Fechteler, "We Can't Be Invaded," p. 24.

³²Cassady, p. 33.

³³Fechteler, "We Can't Be Invaded," p. 26.

³⁴Gardner, p. 40.

new guided-missile battleship; and newspapers here in America have carried the story that the U. S. is building a guided-missile ship, the *Kentucky*. Idle speculation on this subject is, however, useless.

Russia's best opportunities for inflicting harm upon the United States undoubtedly lie in the use of her submarines. The Red undersea fleet is definitely a threat to our command of the sea.³⁵ A submarine's only fighting superiority, however, is its relative invisibility, and because of this invisibility it enjoys the greatest advantage that a warship can have: the ability to approach unseen and strike suddenly.³⁶ But the U. S. is now developing measures to strip the cloak of invisibility from the enemy submarine. Some new developments in anti-submarine warfare are: 1) the CLK (cruiser, light, killer), a light cruiser specially equipped with detection and ranging devices, along with the latest anti-sub destructive weapons; 2) hunter-killer submarines, mentioned before in the discussion of comparative fleet strengths; 3) homing torpedoes, mentioned along with the killer submarines; 4) advanced types of depth charges, and 5) radar-equipped spotter planes.³⁷ Our large number of destroyers and destroyer escorts would also undoubtedly assist our shipping to a great extent against Red submarine attacks. These fast, small ships are the terror of the undersea craft. But the best way to combat subs is to get them where they are based; that can be effectively carried out by both long range bombing and carrier attacks.³⁸

Russia would without doubt use her submarines against American shipping; we, on the other hand, would not have such a great opportunity to harm Russian shipping as they would ours. A. I. Mikoyan, former minister of foreign trade of the U.S.S.R., stated that foreign trade in 1949 was double that of the pre-war period, but added that trade with the "capitalist" countries had decreased, and that trade with the people's democracies amounted to two-thirds of the total.³⁹ There is no doubt, however, that our submarines would prove a great threat both to Russia's subs and her surface fleet.

The submarine picture is not at all as bad as many people paint it; yet we by no means have the undersea menace under complete control.

V. Future Prospects of World Power

The concept of sea power will remain unchanged no matter what weapons will be developed in the future, but the method of obtaining command of the

³⁵ Fechteler, "We Can't Be Invaded," p. 26.

³⁶ A. M. Low, *The Submarine at War* (Plymouth, England, 1941), p. 137.

³⁷ "Threat of Russia's Snorkels," *New York Times Magazine*, February 5, 1950, pp. 9, 17.

³⁸ Fechteler, "We Can't Be Invaded," p. 26.

³⁹ Kazimerz Smogorewski, "Russian Trade," *Britannica Book of the Year* (Chicago, 1950), p. 687.

sea may be changed if fighter planes can be given the long range of the bombers and if a nation is able to afford to spend fantastic amounts of money upon aircraft fuel. Such developments, however, do not seem to be in the near future.

As long as the United States remains the world sea power that it is today, it can be safely stated that we will never be invaded by Russia. The Reds could not possibly support with aircraft, for any length of time, any troops, which they would be fortunate to land here by some method other than amphibious attack. But Russia has been working for many years to secure sea power. U.S.S.R. Vice-admiral Abankin on Red Navy Day, 1946, said that the Soviet Union "has her interests on the seas and she shall always defend them," and that "in the interests of her security and independence she will continue to build up a strong navy and consolidate her naval power."⁴⁰

The United States is not lying dormant with respect to naval development. At the present time the Navy has four new fighters that are not just blueprint planes, but are flying and in production, which are superior to the Red MIG-15 in performance.⁴¹ And it is essential to our national security that we develop not only the air arm, but also our surface fleet and submarine force. A modern addition to both the surface fleet and the air arm will be the super-carrier *Forrestal*, now under construction and scheduled for commissioning in 1954.

"Thus it is that a policy which provides for balanced development and coordinated use of strong naval forces must be fostered if we are, within the foreseeable future, to meet the challenge of arms of the forces which seem to oppose us.": Admiral Fechteler.⁴²

⁴⁰ Mitchell, p. 11.

⁴¹ Cassady, p. 30.

⁴² Fechteler, *The Role of the Navy*, p. 5.

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SPRING IN PHILO

The urbanite usually accepts spring as merely another season: the postlude of winter, the prelude to summer. It represents change in time, weather, and perhaps mood. But spring in Philo is not something to be considered with such indifference. It is exquisite, throbbing, alive—and it should be lived. It is inspiring to walk along the roads of Philo and see barren trees hopefully send forth leafy buds, to watch black earth faithfully release potential shafts of corn; for nature, like man, makes the attempt to find a new and richer existence.

To the casual motorist, Philo is probably as insignificant as the fertile farm land which surrounds it. In outward appearance, this "stop in the road" is quite prosaic. It has only a cluster of simple frame houses, a network of lawns, several enthusiastic canines, and many busy insects. Its main street is flanked by a one-chair barber shop, a town meeting room, a tiny gas station, and a tavern where men go not for escape, but rather for the friendly companionship of neighbors. In a word, Philo is simplicity; in this quality its beauty lies and is unselfishly offered to anyone who seeks to understand and possess it. Philo is a town where the spirits of love and honest labor merge into a serene atmosphere. One may forget petty material considerations in the realization of these beauties.

Spring in Philo is a period of renaissance—a time when man may awake from his mental hibernation and crawl from his cave of false values into life.

SHERRY ZWEIG, 101.

And Don't Just Whisper

WILMA SPAINHOUR

Rhetoric 101, Theme 9

AS LONG AGO AS THE WORDS OF JOHN DONNE'S "DEVOTIONS XVII" were written, they still carry, and will always carry, a great and beautiful philosophy. To us, John Donne says, "You are your brother's keeper."

"No man is an Iland, intire of itselfe" is a shocking but beautiful thought. In so few words, the author has caught the basis of life. For the typical, self-centered Americans, nothing is more important than remembering that we need something besides our own thoughts and accomplishments. Whether Donne meant man needs mankind or needs God is difficult to say; both are essential.

"Why should we fight other countries' wars?" asks the man on the street. "We don't need those people, and, anyway, they probably wouldn't help us!"

And someone whispers, "It's not just their war; it concerns us all and the people to come. Think . . ."

Yes, think. We need to remember that no man is an island. ". . . if a clod bee washed away by the Sea, Europe is the lesse." If one loses we all lose something. Whether by war, death, revolution, or age, we lose a part of our life.

In a small town in the Midwest an International Harvester plant goes on strike. Three hundred union men walk out, and two hundred other laborers are soon out of work. A farmer in Colorado can't get a plow, and two hundred acres cannot be planted; and they yield nothing. Five hundred families lose money and food and security. The steel industry, the paint industry, the copper industry, the coal industry—all feel the jolt. Why? A man was injured while working, and the company is not meeting his bills in a manner suitable to the president of a union. "If one little clod . . ."

And then ". . . never send to know for whom the bell tolls; it tolls for thee." For life and death, if one man lives or dies, all of it is a part of you.

"But why should I worry about a yella-man that dies in China?" shouts the man on the street. Yes, why?

And a tiny voice whispers, "And why should he have sheltered your brothers in World War II; why should he unload your ships to make you rich; why should he send you the exquisite luxuries that make life a joy. He matters . . ."

But the voice is so very soft.

The man on the street is our neglect, our careless thoughts. Because our lives have become complex, yet filled with nothing but ourselves, we are so

busy thinking of the big "I" that nothing else is important. It's "standing room only" when a person is focusing on his own interests. How petty we have become.

Yet there are guides. A young man said long ago, "I am the Light and the Way."

Someone else assures us, "God is . . . refuge and strength, a very present help in trouble."

What is there to do? Remember. Think. Speak. And don't just whisper.

The University Should Stop Treating Students Like Children

MYRON MILLER

Rhetoric 102, Theme 4

THE UNIVERSITY OF ILLINOIS IS SUPPOSED TO BE AN institution of higher learning. The student body of such a university should be thought of as intelligent, responsible adults who come here for the main purpose of acquiring an education. But in the light of some of the policies set down by the university, the student is a child who lacks common sense and is to be sheltered from the evil world around him. The best examples of these policies are the ban on political speakers appearing on campus, the restrictions on the student operation of automobiles, and the maintenance of the University Police Force.

The first of these policies, that of banning political speakers from the campus, seems to be a foolish attempt to keep the student protected from the evils of politics. As an educational institution, the university should try to promote appearance of political speakers on campus in order to increase the students' knowledge of the issues which the nation is facing. The Board of Trustees, who control university policies, should be made to realize that it cannot shield the student from affairs in the political world and that it is not right in trying to do so. Radio, magazines, newspapers, and newsreels bring important issues to the attention of almost every student. At the university there is a good opportunity to get first-hand accounts of all the important issues. Speakers could easily be attracted to the campus to give their opinions on vital questions. Yet instead of taking advantage of this situation, the Board of Trustees has passed a rule which prevents the appearance of political

speakers. Instead of trying to help promote greater knowledge of political issues among the student body, the board is trying to keep the student shut away from the world which is always around him. To turn out citizens who have a full understanding of political affairs, the university must take advantage of all the opportunities which are presented.

Secondly, there is the regulation which prevents the use of automobiles on campus by students under the age of twenty-one. This regulation is one which also treats the student as an irresponsible child. According to the university regulation, this rule is in effect in order to protect the well-being of the student. The fact that the student has received a license from his home state ought to prove him capable of operating an automobile safely. Furthermore, it is hard to see where the university has derived the power to prevent the operation of automobiles by students. According to the law, the state is the only agency equipped with the power to issue or repeal licenses. But the university has taken upon itself the power to control the use of the automobile, thereby regulating the private lives of the students and treating them as children.

The way in which the University Police Force functions is the third policy through which I believe the university is treating the student as an immature person. A stranger visiting the university for the first time would think that he is visiting a penal colony. As he looks around, he sees policemen armed with loaded revolvers patrolling the bicycle paths looking for speeders and dangerous characters, and others hidden in doorways looking for the unfortunate student who happens to take a short cut across the grass. At night he sees patrol cars, billy clubs and loaded shotguns on the front seats, peeking with their searchlights into parked cars, looking for couples who are necking. At all gatherings he sees more armed policemen scattered throughout the crowd with loaded guns handy as if to guard against a sudden uprising or rebellion. At the head of this protective force is a man with the imposing title of Security Officer. All this takes place not at a penal institution but at an institution which is dedicated to the purpose of furthering knowledge. Are we considered so immature, reckless, and irresponsible that the university must hire a full-time police force to supervise our actions? We have come here to gain an education and in doing so have come under the supervision of an institution which believes that the student hasn't enough sense and good judgment to manage his own life.

If the university is to fulfill properly its duty to turn out good, intelligent citizens, it must do something about these policies. They contradict the benefits to be gained from attendance at an institution of higher learning. If the university persists in treating the student body as a group of children too immature to know how to behave and think, then these students cannot take their place in the world as responsible citizens.

Chicago

CHARLES SISK

Rhetoric 101, Theme 1

CHICAGO IS A SWOLLEN, TURBULENT, DISTENDED MASS of polyglot human beings, each a virulent entity in the city's consummate infectiousness. It is a tumid cell of life that extends from the border of Wisconsin to the border of Indiana. It defecates its rottenness into an area of blue purity and vies with that purity for dominance.

It is the garbage heap of the Midwest; the scab of humanity coagulates within its core. It spreads its inflammation by arterial railroads.

It is a microcosm. The Japanese, Filipinos, and the Mexicans live in the unlivable. The Chinese are squeezed among the Negroes; the Negroes possess the lake front; the Jews possess the Negroes; and the politicians possess the Jews. Foreign bodies are present everywhere to aggravate the sore.

It takes five minutes to go by rapid transit from one of these foreign bodies to another. On Cermak Road travelling east to State Street one encounters Chinatown, with its native restaurants and peck-marked neon signs simulating Chinese writing. Crossing State Street and continuing west he encounters something entirely different: the Jewish ghetto or the Maxwell Street district. In this district the individual must take care of his billfold, for if he doesn't, someone else will. Maxwell Street is coterminous with the German quarter which, notably, is infamous for its murders, suicides and rapes in ratio to the number of its inhabitants. Further west one comes in contact with Little Poland. It is the scene of race riots, bloody killings, organized crime and wholesale prostitution.

Down Clark Street one sees in succession a tavern, a bookie joint, a burlesque theatre, and, at the corner, an addict selling dope. The atmosphere of this street has the inter-mingled smell of a wound being swabbed with alcohol.

On the congested Clark streetcars foul-odored breaths contaminate one another.

The Loop is the center of the canker. Impulses of political intrigue and business corruption ooze from this nerve and fester the industrial organism of the Great Plains.

The masses of life convulse over the sidewalks, through traffic lanes and up and down subway tunnels. They are infestation. They are Chicago.

Once in a great while you see a church spire rise up out of this fermentation like a sterilized needle.

As Kipling once remarked of Calcutta: "Having seen it I urgently desire never to see it again. It is inhabited by savages. Its air is dirt."

Look Homeward, Angel

ROXANE KAMM

Rhetoric 101, Theme 10

LOOK *HOMeward*, *ANGEL* IS A FAR FROM ORDINARY book. It is a book that gives the reader an insight into human relationships and emotions, into man's aspirations, his joys and sorrows, his frustrations and destiny.

Thomas Wolfe attempts to express in this book the loneliness and empty frustration of man's instinctive craving for an indefinable something, perhaps a remnant of a world he once knew. Wolfe feels man spends his life fruitlessly searching for "a stone, a leaf, an unfound door," a door that will open and end this hunger. He believes each man is utterly alone in this search, and that, living and dying by himself, no man really ever knows another. In his own words, "Caught in that insoluble prison of being we escape it never, no matter what arms may clasp us, what mouth may kiss us, what heart may warm us. Never, never, never, never, never." His purpose in writing the book is to instill his own belief in the reader, and he succeeds admirably.

Part of his success may be simply the tremendous truth of what he says. Hasn't everyone thought that "all of our life goes up in smoke . . . we are passing away in smoke, and there is nothing but weariness to pay us for yesterday's toil?" We have all said to ourselves, or to the world, as Ben did, "Where do we come from? Where do we go to? What the Hell is it all about?"

The greatest part of Wolf's success, however, is due to sheer genius in writing. The beautiful, lyrically poetic style and sincere idealism which are the essence of Wolfe's writing are unlike those of any other author except perhaps Antoine de St. Exupery. These two qualities, along with his acute perceptiveness, his wonderfully vivid, although basically simple, wording, and his fantastic yet very real characters, place his book far above the ordinary.

Most characteristic of Wolfe's writing is a poetic quality to be found whether he is searching the depths of a philosophical concept or describing a summer day. This lyric gift is noticeable, for example, in his expression of Eliza's grief and despair at the death of her son, Grover: "She was sorry for all who had lived, were living, or would live, fanning with their prayers the useless altar flames, suppliant with their hopes to an unwitting spirit, casting the tiny rockets of their belief against remote eternity, and hoping for grace, guidance, and delivery upon the spinning and forgotten cinder of this earth"; or his description of a summer day: "The day was like gold and sapphires: there was a swift flash and sparkle, intangible and multifarious, like sunlight on roughened water, all over the land"; and the mournful plea he repeats

throughout the book: "Oh lost, and by the wind grieved, ghost, come back again."

Wolfe is extremely perceptive. He is very much interested in even the most ordinary things and is unusually skillful in transmitting his interest to the reader. He writes of all the variegated emotions and physical sensations that to us are life, and expresses emotions and experiences common to the entire human race. The imagination of the reader is constantly stimulated by clever, unorthodox twists of words and vivid word pictures like these:

"We walked along the road in Cumberland and stopped, because the sky hung down so low."

". . . the inchoate sharp excitement of hot dandelions in young Spring, grass at noon."

". . . the million-noted ululation of little night things, the great brooding symphony of dark."

And notice the striking simplicity and compression of thought with which he handles the complex concept of existence:

"I am a part of all that I have touched and that has touched me, which, having for me no existence save that which I gave to it, became other than itself by being mixed with what I then was, and is now still otherwise, having fused with what I now am, which is itself a cumulation of all I have been and am becoming."

Another outstanding quality of Wolfe's writing is the reality of his characters. Although my credulity was taxed occasionally when reading of the extreme viciousness of the feelings among members of the Gant family, I attribute this to the narrow range of my personal experience rather than to a distortion of reality on Wolfe's part.

For realism is the outstanding quality of all his characters. His portrayal of human nature is perceptive and penetrating; each person has a characteristic mannerism—Gene clutches at his throat; Gant continually moans, "It's fearful, it's awful, it's cruel" and Helen plucks at her chin.

Wolfe skillfully creates reality by dealing always with a mixture of emotions, whether he is portraying reactions in his characters or arousing emotions in the reader. The reader hates Eliza for her pettiness and stinginess, yet at the same time, his heart goes out to her in pity for the hardships she has endured and for the utter uselessness of her life.

Wolfe says of Gene, "He felt that he might be clean and free if he could only escape into a single burning passion—hard, and hot, and glittering—of love, hatred, terror, or disgust. But he was caught, he was strangling, in the web of futility—there was no moment of hate that was not touched by a dozen shafts of pity: impotently, he wanted to seize them [his family], cuff them, shake them, love them, comfort them." Wolfe's characters come alive because he accurately reproduces this combination of conflicting, indeterminate emotions that is life.

Because of the truth of what Wolfe says, the sincerity of his belief in it, and his skillful way of expressing it, he accomplishes his purpose very well—perhaps too well. By the time the reader finishes the book, he knows the obscure craving of which Wolfe speaks. He thinks; he begins consciously to look around himself for “a stone, a leaf, an unfound door.”

A Girl In The Library

BOB JENKINS

Rhetoric 101, Theme 1

THE GIRL SITTING ACROSS FROM ME IN THE LIBRARY IS apparently revising a Rhetoric theme. She is a short girl, around five feet two inches, with long black hair and deep brown eyes. She has a round, pudgy face with a broad, freckled nose and full red lips. It is not a very beautiful face perhaps, but certainly an interesting and inspiring one.

While I watch her read, the varying expressions on her face make me wonder what sort of theme she has written. She reads a few words, stops to make a correction, then goes on to the next sentence. Apparently she has made quite a few mistakes. She appears very much disgusted with the whole thing and finally gives up on Rhetoric and begins to stare out of the window. Her gaze seems to be fixed on space, for she has the same look in her eyes as those of a person in a trance. What is happening in that mind of hers? Is she homesick—is she having trouble with her school work?

She makes me think of the complexity of the human mind. Suddenly she smiles and turns to the boy sitting next to her. She moves her chair closer to his and they begin to talk. She seems very interested in this young man, for she listens attentively and her eyes sparkle when he speaks. He is starting to tease her about something. She is shaking her head in denial, but I can see a blush starting to come over her face—first just a gentle pink, then a soft red, then a flowery red. She picks up her Rhetoric theme again and pretends to work. She tries to concentrate for a few minutes, but she can't help turning her head to look at the boy, who, at that same second, has turned his head to look at her. Their eyes meet and he grins from ear to ear. She starts to blush again, but averts her eyes. Suddenly a bell breaks the silence and they gather their books to leave. As they leave the library side by side, I realize that the human mind is really very simple and predictable.

Allegory

LAWRENCE G. COHEN

Rhetoric 101

And has there ever been
 One moment of transient beauty—
 Wasted—
 For which I have not wept?
 And has there ever been one mongrel sigh that slunk about,
 Through the paradox of midnight,
 For which I have not mourned?
 O soul! O solitary soul,
 Thou art a dark madonna of the night.
 O soul! O haunted soul,
 Seek not.

When shall the blur-eyed seeking end?
 When shall the locked-arm struggle cease?
 When shall the blessed sleep
 Fall soft as mist about my shoulders,
 Shroud my soul with peace?

And how many cigarettes tonight?
 How many vague phantasmal bodies
 In their smoke?—O memories!
 O beauty,
 O sacrificial lamb,
 Where is the long lost door?

And is there one who knows me, loves me?
 Who has seen,
 Through my own eyes,
 So much beauty wasted and destroyed
 That he may share my sorrow.
 I have never had a brother.

When shall the blessed sleep
 Fall soft as mist about my shoulders?

I shall go to the hills of Golgotha.
 I shall stand there amidst the Halleluja Choir.
 Alone.

Alone shall I meet the cold finale.
 Upon the hill shall I plant my rock.
 For I am myself—
 Alone.
 In death forever.

alone.

A Day In The Army

ROBERT P. PHILLIPS

Rhetoric 101, Theme 4

THE 111TH Q.M. BAKERY COMPANY HAD BEEN IN ASSAM, India, for about two weeks. The men were living in a temporary area composed of British tents, slit trenches, straddle trenches, and jungle. The "powers that be" had selected a "permanent" area which was to be occupied by the company as soon as the ground was cleared and buildings or tents were erected. Sgt. Phillips was N.C.O. in charge of the platoon detailed to clear the area. The platoon had been marched to the area and at 7 a.m. was awaiting the day's instructions.

First Lt. Presby, formerly a bank clerk, arrived at five minutes after seven and gave his orders to Sgt. Phillips. A ditch was to be dug from the site of the proposed shower room to a ravine which was about fifty yards away. Sgt. Phillips relayed the orders to the platoon and the digging began. It continued until about 10 a.m.

Second Lt. Comhoff, formerly an insurance salesman, passed by at that time and informed Sgt. Phillips that the shower was not to be built at the point where the ditch began. He told Sgt. Phillips to stop the work until the captain had been consulted. The order was passed on to the men and they all sat down.

Second Lt. Grilk, formerly a butcher, happened upon the men. He called for Sgt. Phillips in a loud voice and ordered him to have the men resume the digging immediately. He did not give the sergeant a chance to explain why the work had been stopped five minutes earlier. Upon the order from Sgt. Phillips the men resumed their digging and the ditch was completed at about four that afternoon.

At about five minutes after four Captain Nunsom, formerly a bakery truck driver, appeared on the scene and called for Sgt. Phillips. He explained that there would be no need for a ditch at that place and requested that it be filled in that afternoon.

When the captain was gone, Sgt. Phillips told the men that as soon as the ditch was filled in they would be through work for the day. By five o'clock the work was done. The sergeant marched the platoon back to the temporary area.

Statehood for Hawaii

SADAO HONDA

Rhetoric 102, Theme 6

IN 1898 THE UNITED STATES SIGNED A TREATY WITH THE Republic of Hawaii providing for the annexation of the islands, not as a colony, possession, or dependency, but as an integral part of the United States. Under the Organic Act of 1900, Hawaii was incorporated as a territory with expectations among the people that Hawaii would in time become a state. At present Hawaii and Alaska are the only two such incorporated territories in the United States; other United States territories are termed unincorporated.

The incorporated territories were created under the Northwest Ordinance of 1787, which provided an interim government for parts of the United States which were deemed not politically matured enough for admittance to the union as full-fledged states. This Northwest Ordinance was enacted specifically for the vast, uninhabited Northwest Territory in existence at that time; in subsequent years, however, many Supreme Court rulings interpreting that law established any such territoriality as being in preparation for statehood. During the famous Dred Scott case, Chief Justice Taney declared that a territory "is acquired to become a state, and not to be held as a colony and governed by Congress with absolute authority."

Since the incorporation of the Territory of Hawaii, there has been an almost continuous activity among the people of the territory in their fight for statehood. From 1903 to the present, there have been no less than fourteen petitions presented to Congress for statehood. Why are these people so eager for statehood? What are their qualifications to be put on an equal political footing with the forty-eight states of the union?

Some of the qualifications Hawaii possesses cannot be denied by any rational American. They are as follows: (1) Hawaii covers an area of 6,433 square miles—larger than any of the three smallest states in the union; (2) the population is 540,500 (estimated in 1948), 85 per cent of whom are American citizens; (3) Hawaii has one of the highest health standards in the world with a death rate of 6.0 per 1,000 estimated population in 1946 which is lower than the 7.9 per 1,000 recorded by Utah in 1945, the lowest in the union; (4) illiteracy in the islands is almost non-existent; and (5) Hawaii pays annually more taxes to the United States Government than any of a dozen or so states. These facts can easily be proven by reference to statistical reports, and therefore need not be further elaborated here.

It is appropriate now to acknowledge some disadvantages existing for Hawaii under a territorial government. The residents of Hawaii cannot vote for the President of the United States, and there are no Representatives in

Congress with voting power. These facts show, in effect, that Hawaii suffers taxation from the federal government without representation. In addition, the governor and other territorial officials are appointed by the President with the consent of the Senate. The people of Hawaii, under these conditions, cannot choose the officials under whom they must live. The territorial legislature is elected by the people, but the laws enacted by the legislators so elected can be vetoed at any time by Congress. A territorial form of government is a government run by puppets whose masters remain in Washington pulling the strings which affect the lives of a half-million people who have practically no voice in their government.

With fifty-two years of territoriality already credited to Hawaii, why haven't the people been granted the right to self-government which seemingly they so much deserve? In reality, the United States House of Representatives has twice passed bills granting statehood to Hawaii; twice the measures died in the Senate without being put to vote. The chief issues against statehood for Hawaii seem to be the non-contiguity of the islands, the large number of Asiatics comprising the population, and the alleged Communist infiltration of Hawaii.

The question of non-contiguity could easily be settled by referring to the time Hawaii was incorporated in the union as a territory. If non-contiguity was not an obstacle to making Hawaii an integral part of the United States, it should certainly be no objection to making it a state. Also, modern inventions have shrunk the world until today Honolulu is closer in traveling time to Washington than were most of the states at the time of the nation's birth. There is instantaneous communication by radio, telegraph, or telephone.

The opponents of Hawaiian statehood on grounds of its large Asiatic population fear that Hawaii might some day elect an Asiatic—more specifically a Japanese Governor, Senator, or Representative through the use of bloc voting. This argument stems from racial prejudice; moreover, it can be disproved by referring to past records of Hawaiian elections. The candidates for offices are elected on their merits, and racial issues have never been the criteria. In addition, the Japanese element of the population, like other racial groups, is itself divided into factions of opposed political, social, and economic views; furthermore, the Caucasians comprise the largest (33.2 per cent in 1948) single racial group in the islands.

The third argument against statehood for Hawaii is of recent fabrication, and, in my opinion, was brought about by opponents for want of better issues to base their arguments on. In April, 1950, a sub-committee of the House Un-American Activities Committee visited Hawaii, and upon its findings, it was established that there were no more than ninety Communists in the territory. The maximum strength of the Communist Party in Hawaii was 160 members in 1946; the prediction for the end of 1950 was set at 40 members. This gives an infinitesimal percentage of only .00008 of the half-million population.

Hawaii is ready for statehood ; she has grown to political maturity through fifty-two years of progressive territorial government. Can these ambitious energetic people any longer be denied their right to statehood? As a territory Hawaii shares equal duties and responsibilities with the states but has unequal rights and privileges. Territories are subject to all federal laws territories have the same military obligations. Over 25,000 young men Hawaii were drafted for World War II; they are still being drafted for the present national emergency in Korea, and Hawaii as a territory has had her share of combat casualties.

Hawaii will not be satisfied if she is any longer held in a subordinate position as compared with the other parts of the United States. To deny this right to the industrious and progressive community of Hawaii is in direct contrast to the principles of self-government and equal treatment of all upon which the United States of America was formed.

Rhet as Writ

We too often take for granite this food at Thanksgiving.

* * *

"All the world's a stage and all the men and women merely players." This is a quotation from William Shakespeare's *Ibid*.

* * *

Never again did I go into any place even resembling a tavern until I came to the University of Illinois.

* * *

In learning to drive, it is most important that both the woman and the man concentrate on the matter at hand, otherwise they might find themselves parked along the roadside on an altogether different subject.

* * *

The various types of college instructors cause a wide gap in the breach of learning.

* * *

I believe she also proved that sometimes if a person does take the easy way out, suicide, it can ruin a person for the rest of their life.

* * *

The men worked ceaselessly putting sandbags on top of each other.

* * *

The Constitution of the United States states that all men are created equal and that they all have certain unalienable rights.